

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13WY3**

	<b>Charter</b>	<b>Title 1</b>	<b>Magnet</b>	<b>Choice</b>
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Dr. M. Scott Crisp PhD

Official School Name: Jackson Hole High School

School Mailing Address: 1910 High School Road  
P.O. Box 568  
Jackson, WY 83001-0568

County: Teton State School Code Number\*: 2001000

Telephone: (307) 732-3700 E-mail: scrisp@tcsd.org

Fax: (307) 732-3720 Web site/URL: www.tcsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Pamela Shea Ed.D. Superintendent e-mail: pshea@tcsd.org

District Name: Teton County School District #1 District Phone: (307) 733-2704

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Carlen Carney

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
1 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 15470

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	82	75	157
10	84	82	166
11	71	63	134
12	62	71	133
Total in Applying School:			590

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
0 % Black or African American  
24 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
71 % White  
3 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 2%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1, 2011	590
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 4%  
Total number of ELL students in the school: 23  
Number of non-English languages represented: 2  
Specify non-English languages:

Spanish, Indonesian

9. Percent of students eligible for free/reduced-priced meals: 20%

Total number of students who qualify: 116

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 69

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>46</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>28</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>6</u>
Total number	<u>86</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	91%	91%	92%	92%	91%
High school graduation rate	85%	90%	93%	91%	87%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>133</u>
Enrolled in a 4-year college or university	<u>71%</u>
Enrolled in a community college	<u>21%</u>
Enrolled in vocational training	<u>2%</u>
Found employment	<u>3%</u>
Military service	<u>1%</u>
Other	<u>2%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:



No



Yes

If yes, what was the year of the award? Prior to 2000

## PART III - SUMMARY

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***100% Graduation, 100% College Ready*** is the mission statement at Jackson Hole High School, a focus that is crisp, clear, and measurable. Since 2009, the principal and faculty have developed policy and program changes to focus on 100% college readiness for all our students. JHHS has a core belief that it is first and foremost a teaching organization, where everyone is a teacher and everyone is a learner. This belief is supported in all areas of the school through instructional leadership and coaching, modeling practices, and continuous feedback to classroom teachers. We have a relentless dedication to the best instructional practices that enable students to demonstrate their understanding and achieve their highest potential.

A tradition of academic excellence and a national reputation for innovative programs places Jackson Hole High School at the heart of a diverse and successful community. The school reflects a population of progressive entrepreneurs, people in the tourist industry, and business owners as well as the valley's rich heritage of ranchers, conservationists, artists, and mountaineers. Over the past decade, the county's Latino population has grown rapidly, adding a vibrant dimension to the valley. Currently, over 24% of JHHS's students are Latino, 5% are Asian, American Indian, or of mixed ethnicity, and 12% are students with disabilities. While the national press profiles Jackson's wealthy, almost 20% of the school's students are eligible for free/reduced-priced meals. JHHS has the fundamental belief that all students can achieve at high levels regardless of socioeconomic status.

Jackson Hole High School is a small rural school of 590 students that offers academic opportunities found in larger comprehensive high schools: for example, our STEM program with Robotics, engineering, and Fabrication Lab; 11 AP courses across many disciplines; visual and performing arts; and 17 athletic programs.

We bring the world to our students through the smart and effective use of the Web, classrooms equipped with 21st century tools, webinars, and special events such as Model UN and TEDx. Partnerships are invaluable for the school. For 39 years students have spent a week in Grand Teton National Park learning about nature; the valley is the venue for internationally acclaimed music and arts festivals that provide opportunities for students outside the classroom; and we have an engineering partnership with NASA. Each March, over 75 businesses and groups contribute more than \$400,000 in college scholarships for 100+ students. Homecoming Week is always a festive draw for generations of JHHS's alumni and students.

JHHS sets high expectations for our faculty and staff, who are our most vital resource. Of 65 certified staff, 64% have MAs/MSs, one has a Ph.D., four are Nationally Board Certified, and over 50% have 10+ years of teaching experience in their subject areas. 100% of the certified faculty meets the federal standards of Highly Qualified (HQ).

In 2012, our students achieved the highest scores in Wyoming on the statewide Proficiency Assessments for Wyoming Students and the highest ACT scores in the state. In 2009, JHHS increased its graduation requirements from 23.5 to 25.5 credits to include four core math and science courses. We have an intervention support program for students who are struggling academically or socially.

Student learning has improved with the implementation of the modified class block schedule that enables teachers and students to delve deeper into core subjects. Also, JHHS changed its school start time from 7:35 to 8:55 a.m. to address student sleep deprivation and to ensure their social and emotional well-being. Parents have remarked on their teens having less mood swings, better concentration, and fewer morning wake-up battles.

JHHS's principal consistently receives high marks from the superintendent, BOE, parents, and teachers for his unwavering commitment to academic rigor for all students. Through his instructional leadership practice, he has established a culture of high achievement, where all students are expected to graduate and to prepare for college and careers. The principal has developed faculty teams to improve their instructional practices through modeling, peer critiques, and collaboration. JHHS soldiered through a rough patch of principal turnover in the last 11 years. In that time there were six different principals. The community was disheartened, but is now revitalized and positive about the accomplishments and environment of the school.

Jackson Hole High School is honored to be nominated as a National Blue Ribbon School. With our College Ready and STEM programs, increase in graduation requirements in math and science, and attention to students' emotional and social well-being, JHHS is preparing our students for college and careers. Our faculty is highly educated, experienced, and dedicated to continuous learning. They are supported by our professional development system that enables them to improve their instructional practices based upon measurable student progress. JHHS's principal and faculty are committed to all of our students graduating and being ***100% College Ready***.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

**1. A.** In conjunction with the Wyoming Department of Education, each public school administers the Proficiency Assessment for Wyoming Students (PAWS). In 2005–2006, PAWS became the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in grades 3 through 8 and 11. The PAWS assessment measures student proficiency levels in reading, math, science, and writing. The indicator levels used to categorize student PAWS results are: Advanced, Proficient, Basic, and Below Basic.

At the high school level, all junior students are required to take this assessment. The PAWS results assist teachers by providing data that allow them to make specific decisions about the delivery of instruction in their classrooms with the goal of increasing proficiency levels for all students. JHHS has a clear vision that all students receive the most effective teaching practices in the classroom, engage in cognitively demanding academic lessons, and are valued and respected. The faculty and administrators strive for all students to achieve the levels of proficient or advanced on the PAWS assessment.

Starting in April of 2013, the Wyoming Department of Education will use the ACT test with writing as the state assessment for 11th grade as required by NCLB. PAWS will no longer be administered at the 11th grade. Proficiency benchmarks are being developed as this time, and JHHS will continue with its goal of 100% of students' achieving proficient or advanced on these benchmarks.

**1.B.** Over the past five years, Jackson Hole High School has steadily increased the number of students who reach the PAWS advanced or proficient indicator level in math and reading. 2011-2012 represents a marquee year for JHHS. In reading and mathematics, 91% of our students scored at the proficient or advanced levels, with 50% of our students scoring at the advanced levels.

The upward trend is clear. In the subject of reading: in 2007-2008, 70% of our students were identified as proficient or advanced and by 2012, 91% were proficient or advanced. In the subject of mathematics: in 2007-2008, 76% were identified as proficient or advanced and by 2012, 91% had achieved those levels.

This positive increase of reading and math proficiency is a result of our identifying, and most importantly, implementing instructional practices that are evidence-based and aligned to our district's professional teaching standards framework - based on the research of Charlotte Danielson. Moreover, a comprehensive "walk through" observation system is routinely implemented which involves teacher self-assessment and reflection of their instructional practice. Teachers do this process on a continual basis. This system is coupled with the principal's instructional leadership practice of analyzing instruction and providing feedback based upon his direct observations. In addition, there is a school-wide expectation of students' participation in academically rigorous discussions in the classroom. These instructional practices provide a solid foundation to support all students to achieve proficient or advanced levels on assessments.

Students with disabilities represent mixed levels of proficiency over the past five years. In that time, their numbers have ranged from 8 to 19 students. In reading: in 2007-2008, 57% were identified as advanced and proficient, followed by our lowest level of 25% in 2009-2010, to our current level of 50% in 2011-2012. In mathematics: in 2007-2008, 43% were identified as advanced and proficient, followed by our lowest level in 2008-2009 of 21% to our current level of 60% in 2011-2012.

To address this fluctuation in scores, JHHS has shifted the Special Education inclusion model to one that focuses on co-teaching practices. This approach partners the subject teacher of record with the special education teacher in the development of lesson plans with clear learning targets and the implementation of shared practices. The team approach prevents the subject teacher from feeling isolated or ill-prepared

to meet the needs of individual students with disabilities. Measurable goals and frequent monitoring of data ensure that students with disabilities are progressing towards proficiency in the curriculum.

With the support of the faculty, Latino students show continued growth at the proficiency level on PAWS. The grade 11 Latino students make up 20% of the PAWS testing population. Positive trends are clear. In reading, in 2007-2008, 27% were identified as advanced or proficient and by 2012, 75% had achieved those levels. In 2007-2008, Latino students' math scores were 48% proficient or advanced and by 2012, the levels had increased to 70%. This demonstrates a 48% increase in reading and a 22% increase in math for Latino students reaching advanced or proficient levels.

JHHS has a firm commitment to increase enrollment of Latino students in college preparatory courses. When appropriate, teachers differentiate instruction to meet the student's individual needs. For example, this includes an intensive academic course that links to algebra and English. This intensive course provides specific skill development that enables students to meet or exceed the assessment benchmarks of the core academic class.

Our staff is dedicated to closing the achievement gap while raising the achievement bar for all students. This is the foundation that will result in JHHS achieving its mission of 100% graduation, 100% college ready.

## **2. Using Assessment Results:**

JHHS staff and parents, through the Bronc Leadership Team, routinely analyze student performance data to inform the school improvement plan and instructional practices of the school. Following the continuous improvement model of PLAN, DO, STUDY, ACT (PDSA), action plans are developed that involve the entire school. Data sources from PAWS, ACT, course-based assessments, and discipline referrals are formally reviewed each year in August, January, and June.

In 2008-2009, JHHS implemented a comprehensive Body of Evidence Assessment System. As a result, all courses are developed and implemented in a common assessment system in which the learning targets for students align directly with Wyoming State Content and Performance Standards. That is, student learning has a common focus around specific content standards. Our core content areas of mathematics, science, English, and social studies have course assessments that are all aligned. This allows students to build on prior knowledge and results in their reaching curricular standard benchmarks. Those benchmarks align to our mission of 100% college readiness.

In addition to PAWS, the Wyoming Department of Education requires all students in grades 9 to 11 to take an ACT test. ACT's College Readiness Benchmarks provide normed minimum cut scores that indicate college readiness. They are 18 in English, 21 in reading, 22 in mathematics, and 24 in science. In 2012, JHHS grade 11 ACT scores increased an average of 2 composite points. This is noteworthy given that all students, regardless of academic achievement level, subgroup, or socioeconomic status took the ACT.

JHHS works closely with students and their parents starting in the 9th grade through 12th grade, using the results of the ACT series of assessments that include PLAN and EXPLORE. Students, their parents, and counselors garner information about skill and knowledge levels from the assessment results which helps to determine academic planning. This continues throughout their high school years and culminates in applications to college, military, or vocational education school.

Student performance data also informs teachers in adjusting instructional strategies and academic content. Our core academic departments focus on aligning ACT identified college readiness skills with existing curriculum. In English, a scope and sequence is in place linking courses and building knowledge from one level to the next in alignment with Wyoming and Common Core State Standards. Specific attention is paid to expository and creative writing as well as critical analysis of text. This prepares students for the

demands of college courses and hones their skills for college application essays.

In science, the target areas are data representation, research, and analyzing conflicting viewpoints. In mathematics the learning focuses on ACT preparation which includes intermediate algebra, plane and coordinate geometry, and basic trigonometry. In reading, a literacy focus in most courses engages students in diverse activities in literature, non-fiction, social science, humanities, and natural science.

This alignment of college ready skills has had an impact on our student performance results on the ACT. Our ACT **English** scores in 2011 were 19.6, followed by a 22.9 score in 2012. Similar increases can be seen in **mathematics**, where students achieved a 22.5 in 2011, followed by a result of 24.0 in 2012. The **average composite score** for all subject areas increased from 21.1 in 2011 to 23.0 in 2012 (a +2.9 increase). The average results for all Wyoming schools in 2012 were a 19.3 composite score for all subjects. This shows significant college readiness levels for JHHS students compared to other state high schools with JHHS students achieving the highest average ACT scores in the state.

As extra motivation in 2012, JHHS's principal used a unique strategy to urge his students to do well on the ACT and PAWS assessments. Known for his long hair, he promised to shave his head if the junior students outperformed every other high school in the state on the assessments (with 30 or more students). JHHS students achieved this, scoring the highest average ACT and PAWS scores. Our principal surprised the entire student body at an academic pep rally, heralding the students' achievement – taking off a cap and revealing his shaved head!

In addition to pep rallies focused on academic achievements, JHHS makes sure that the community and families know of these accomplishments. The principal ensures that there is extensive coverage in the local newspaper, and he makes presentations every month to Rotary. Parents receive personalized letters explaining how the results of standardized assessments help students make future course decisions, and there are regularly scheduled parent information nights. Also, the results are posted on PowerSchool, a web-based student information system that allows teachers, parents, and students to collaborate on assessment results and homework assignments.

### **3. Sharing Lessons Learned:**

Jackson Hole High School has a history of partnering with industry and academia to implement STEM courses into our curriculum. In 1997, JHHS was the first high school in the U.S. to offer Microsoft's Network Administrator certification course which led to 300 high schools and community colleges implementing the Network course. The administration and faculty continue to share what they have learned with other schools and educators.

Wyoming STEM Summit – February, 2012, sponsored by the Wyoming P-16 Council. JHHS's Math Instructional/Robotics Coach participated in a panel on "Exemplars from current STEM and CTE Programs." Audience: districts, community colleges, businesses, University of Wyoming.

Community STEM nights - May 2011 and 2012, JHHS students demonstrate STEM products and robots. Attended by 300 community members, the WY Superintendent of Public Instruction, School Board, and high schools.

AdvancED WY School Improvement Conferences - spring 2012. A faculty team and principal presented the College Ready Program. Upcoming in March 2013, the principal has been asked to share JHHS's successful strategies based upon being "one of the top performing schools in Wyoming." Audience: WY high schools, community colleges, and University of Wyoming.

"Best of the Best: Celebrating Wyoming Teachers" Conference – October 2012. The JHHS Special Education and English co-teaching team presented their action research results on the impact of co-teaching. Audience: statewide educators.

**Research and academic studies:** JHHS's faculty and administration seek to learn from rigorous evidence-based educational research and data-driven best practices. Thus, we are eager to participate in national research to benefit all schools. Currently, JHHS is participating in the CDC/University of Minnesota three-year study on the effects of later school start times on teens and sleepiness. Also, the school is partnering with Utah State University through a USDE Math Science Partnership grant in the implementation of a Fabrication Lab which is based on the work from MIT and Stanford. In turn, Utah State is researching and developing software that identifies and tracks standards that are being met through student project work in the Fabrication Lab.

**USDE Teaching American History Grant:** The district and JHHS wrote, and now administer, this multi-year grant that enables 12 Wyoming districts to "create significant, systemic change in the way American history is taught and to create a community of more informed historians (students and teachers)."

#### **4. Engaging Families and Communities:**

JHHS integrates the community and families into our instructional strategies for student success and improvement. Meshing families and community partners into the fabric of schools is arduous work, but we know that these relationships are critical for the well-being of our students. The JHHS principal assigns staff to develop parent outreach programs based on the National Network of Partnership Schools, from Johns Hopkins University.

JHHS's Parent Leadership Team works with the principal to enhance students' learning opportunities. Last summer the PLT developed 50 internships for students with government, businesses, and non-profits.

Parents also serve on JHHS's Bronc Leadership team that addresses the school improvement plan after an analysis of student academic and behavior data. Parents are involved in any policy or curriculum changes that may occur as a result of the school improvement plan.

Each year 75 businesses and groups contribute college scholarships for 100+ seniors. This is a source of community pride with over \$400,000 each year being awarded to the senior class. Jackson's citizens are active in JHHS. They mentor students in robotics and engineering projects and provide guidance in our Model UN held each November. They judge competitive events in history, speech, and entrepreneurial business plans. JHHS works continuously to maintain these key relationships with community members.

We have a yearly service program called Bronc Pride Day that supports our community. Each student completes five hours of community service with one of 36 non-profits, including the Special Olympics, Senior Center, Animal Adoption, and preschools.

To introduce 8th graders and their parents to JHHS, the school hosts an open house with a meal prepared by its culinary students. The entire school is showcased with faculty in their classrooms and student clubs represented. It is a warm introduction to high school.

Through a community partnership entitled Systems of Education, JHHS teams with the local library and Latino Resource Center to promote college readiness to the Latino population. On a weekend every October, teachers facilitate group sessions and speakers present information on financial planning, course expectations, and success at the high school level that will ensure entry into college.

Parents learn of their teen's progress by accessing PowerSchool, a web-based student information system that allows educators to post homework assignments, assessment results, and make timely decisions that impact student performance. JHHS provides families with information on how to monitor and discuss homework issues with their teens.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

JHHS's core curriculum and common assessments target the school mission of **100% Graduation, 100% College Readiness**. They also align with Wyoming State Standards and the requirements for the Hathaway Scholarships which reward eligible students with scholarships to state-supported community colleges and the University of Wyoming. Furthermore, JHHS offers **11 AP courses** across many disciplines and students can earn Central Wyoming College credit through **14 concurrent courses**.

In 2009, JHHS raised its graduation requirements from 23.5 to 25.5 credits to include four years of core math and science. Four years of English was already mandated. As a result, all seniors are engaged in math, science, and English courses which reduce the possibility of a "learning gap" between JHHS and their first year of college and prevent college remediation courses.

The **English and Language Arts** faculty is committed to student achievement in reading, writing, and speaking. The curriculum spans AP Literature, AP Language, College Preparatory Composition, American, British, Multicultural, and World literature where students read and write for diverse purposes and audiences.

JHHS's **mathematics** courses are a coherent intellectual system based upon the College Preparatory Math principles. The math curriculum includes: algebra connections, geometry connections, algebra II, trigonometry, AP Calculus, and AP Statistics. For those students struggling in math, JHHS provides an intensive program co-taught by two math teachers to ensure individual learning opportunities for each student.

The **science** curriculum allows students to pursue a challenging sequence of courses which includes: advanced earth science, biology, chemistry, and physics. The following elective classes complement the core courses: anatomy and physiology, college chemistry, microbiology, genetics, AP biology, AP physics, and AP environmental science.

Our **social studies** curriculum represents a world and national perspective through a sequence of courses including: US history, World History, and Government/Economics. Students also have the opportunity to take AP US history, AP US Government, Psychology, and Conservation and Politics. In all these courses, students learn the ability to analyze text, compare alternative perspectives, and justify their thinking.

At a time when budget woes are forcing schools to cut valuable arts programs, JHHS has sustained its focus on the **visual and performing arts** with courses in orchestra, band, choir, sculpture, drama, speech, dance, painting, AP Studio Art, and computer animation.

We believe that active and engaged students will also excel academically. Our **physical education** programming focuses on Life-Time fitness and **integrates health and nutrition**. JHHS also offers 17 sports with 61% of our students participating in activities from rodeo to track to mountain climbing. In the past four years, JHHS has won 30 state championships.

A keystone to JHHS's core curriculum is the **STEM program** that integrates the disciplines of Science, Technology, Engineering, and Math. The program provides students with research, lab, design, and product development experiences. The courses include Robotics, engineering (Project Lead the Way), computer programming, and soon a Digital Fabrication Lab.

Even though a **foreign language** is not required for graduation, we believe that this knowledge is critical for college readiness. JHHS offers four years of Spanish and French and AP Spanish. At least 70% of all

students have completed three to four years of a foreign language by the time they graduate.

All students participate in the **College Ready** program. Each student is assigned a teacher to ensure a personal connection for achieving graduation. Also, there is an intervention support program for students who are struggling academically or socially. College Ready is organized by grade level: grade 9, social and emotional curriculum; grade 10, 21st century technology skills and software applications; grade 11, ACT test preparation; and grades 11 and 12, college options, career inventory, and scholarships.

## **2. Reading/English:**

The Jackson Hole High School English Department is committed to student achievement in reading, writing, and speaking. The department offers a variety of course options to support a wide range of academic levels, interests, skills, and abilities. A scope and sequence is in place linking courses and building knowledge from one level to the next, and aligning to the Wyoming and Common Core State Standards. In an ever-changing 21st century world, the department's work on scope and sequence is in a constant state of advancement. English courses offered include: College Preparatory English 9-12, Advanced Placement Preparatory English 9-11, College English, AP Language and Composition, and AP Literature and Composition. Students are exposed to a survey of literature as freshmen and, as they progress through high school, to American, British, Multicultural, and World literature through the exploration of multiple genres within poetry, fiction, and nonfiction. The JHHS English department also offers elective courses including Film as Literature 1 and 2, Drama 1-4, Great Books, and Publications to tap into student imagination and creativity. In all English courses students write for diverse purposes and audiences, learning various formats and styles. Writing may be creative or expository in nature. Our English faculty members collaborate to ensure that students have the opportunity for critical analysis, student-led discussion, project-based learning, and writing workshops throughout their high school careers.

Improving reading skills, including thinking critically around reading, is a concern across the disciplines and though not solely a responsibility of the English department, it is a primary focus. As a result of a District initiative for collaborative study of instruction and learning, instructional coaches and teachers at JHHS are researching and implementing instructional practices that help students at all levels access the content through reading in the classroom. In addition to text complexity, vocabulary, and fluency, English teachers and other faculty focus their instructional practices on generating student-driven discussion, increasing student participation, and creating high level questioning as a way for all students to make connections to prior learning and to begin a critical thinking process. Through discussion, all students are able to analyze text and make inferences and predictions that lead to higher order thinking. JHHS faculty continues to work collaboratively in a school-wide effort to improve how students read and how they think about their reading.

## **3. Mathematics:**

College Preparatory Math (CPM) is the foundation of our math curriculum. CPM is based on the principles that students learn more when they solve problems and then discuss their solutions with others. This team approach to math requires students to justify their mathematical thinking and ensures longer-term retention of what they have learned. This process also sharpens critical thinking, communication, and formal logic skills.

JHHS's math courses are part of a coherent intellectual system, not a collection of disjointed facts. Our CPM program includes the following courses: algebra connections, geometry connections, and algebra II. The textbooks used provide opportunities in both the content and process of mathematics. All math classrooms have SMARTboards, digital projectors, and multiple computers with Internet access. We have a commitment to equitable access of digital content for all students. Moreover, there has been an increase in test scores as teachers have learned to talk less, and students are encouraged to talk more.

Students who complete trigonometry have the opportunity to enroll in AP Calculus or AP Statistics. During the 2012-2013 school year, we have 48 out of 136 students completing AP Calculus. This is a 10% increase from the previous school year.

Since 2009-2010, all students are required to take four years of math. Before this requirement change, only 80% of our students completed a fourth year of math. We were concerned that only three years of required math could result in a learning gap between our students' junior year and their first year of college. So to ensure 100% college readiness, we targeted the 20% of students, who were completing only three years of math, and we now provide a "College Prep Algebra" class. It prevents college remediation in mathematics and helps prepare our students for life in a math and technology-based society.

For those students who demonstrate non-proficiency in math, JHHS enrolls them in an intensive program that is taught by two certified math teachers (core and intensive). This concentrated program is designed to diagnose each student's mathematical challenges, so those math skills may be honed and improved upon. The goal is to improve students' mathematical skills to ensure their success in a core math class. The class is not merely extra time to complete homework, or to replace a core math class. Rather, our intensive program acts as a supplement and allows their teachers to work collectively to support individual students.

#### **4. Additional Curriculum Area:**

In 2008, JHHS launched its STEM program which integrates the academic areas of Science, Technology, Engineering, and Mathematics. Research from the Bill & Melinda Gates Foundation states that, "STEM coursework has proved to be an important indicator for overall college readiness, postsecondary success, and preparation for STEM careers." The primary pedagogical focus for STEM is the mastery of curriculum knowledge, product design and development, innovation, and creative problem solving. STEM students apply their knowledge by conducting research and creating products. Also, it is our goal to increase access for all students, regardless of ethnicity or gender. JHHS's STEM has an open enrollment policy and is comprised of the following components:

**FIRST Robotics Teams** combine the excitement of sport with the rigors of science and technology. Under strict rules, limited resources, and time limits, several teams of 20 students raise funds, design a team "brand," work as teams, and build and program robots to perform prescribed tasks against a field of competitors. Volunteers of community engineers provide support to the student teams.

**Fabrication Lab:** This spring 2013, JHHS is reconfiguring classrooms to develop a digital fabrication lab where students will learn skills in project management, product design, collaboration, and manufacturing. Students will work with a range of equipment and technology; such as, 3D printers, 3D scanners, laser engravers, and design software. These 21st century work skills will be integrated with our core academic subjects such as English, math, art, and science. MIT originated the FabLab concept of using high-tech tools for personal fabrication. FabLabs are gaining worldwide acceptance, because they cut fabrication times from weeks to hours. JHHS is among the first public schools to implement the concept for our students.

**Engineering:** JHHS launched its engineering curriculum four years ago through Project Lead the Way, the nation's largest developer of engineering curriculum. PLTW courses prepare students for STEM fields and for the rigors of STEM courses in college. The PLTW course sequence is: Introduction to Engineering, Principles of Engineering, Digital Electronics, Civil Engineering, and Capstone. JHHS is a PLTW nationally certified school, so our students are eligible to take the PLTW certification tests for college credit.

**HUNCH – NASA Partnership** is an innovative program that partners schools with NASA at Johnson Space Center and Marshall Space Flight Center. JHHS students fabricate products for NASA where they are tested for viability. HUNCH stands for High school students United with NASA to Create Hardware.

## 5. Instructional Methods:

As part of Teton County School District's "Comprehensive Professional Development Plan," JHHS's principal ensures that every educator engages in effective professional learning so that every student achieves. Our instructional methods focus on student achievement gaps by setting rigorous, data-driven targets for improving student learning.

JHHS's principal and faculty use a research-based framework of professional teaching standards to determine appropriate and effective instructional practices.

Our instructional target is student engagement in all courses, and we are assiduous in differentiating instructional practices to meet students' needs. Our teachers achieve this by: (1) engaging all students in complex thinking, (2) organizing them in small groups to increase lively discussion and elicit analysis of new knowledge, (3) segmenting content into categories aimed at students' levels of understanding, (4) communicating clearly learning goals for students, (5) using formative assessment measures that allow for "real time" checking of all students' understanding before moving to the next learning objective, and (6) ensuring that all students, regardless of expectancy levels, experience an atmosphere of respect and value in every classroom.

To ensure all students' vibrant participation, we use discussion techniques such as open-ended questioning. Our teachers practice and use facilitation techniques that elicit a higher level of cognitive thinking from each student. Also, we encourage students to take responsibility for class discussions in all subject areas. We frequently use these instructional practices: teacher and student-lead discussions and questioning, hands-on experiences, frequent assessment monitoring during the instructional process, inquiry problem-based practice, role-playing, and teacher modeling.

To improve our instruction of students with disabilities, we have moved to a co-teaching strategy, wherein a certified Special Education and subject teacher instruct the students as a team. This has greatly improved the teaching process, lessened anxiety in the classroom, and improved student achievement.

JHHS's faculty uses technology to enhance their instructional practice. Every classroom has an amplification system, a SMARTboard, document camera, projector, PCs, and Internet access. Teachers have received training on the effective integration of technology into their teaching, lesson plan design, and they share best practices within their professional learning community.

## 6. Professional Development:

For the last four years, JHHS has engaged in a comprehensive and sweeping change to our instructional strategy. This shift focuses on encouraging personal introspection by our teachers. We continually ask, "What are the implications of my teaching practice based upon current student performance data?" As a result, teacher collaboration has led to the de-privatization of their practices, taking risks, trying new practices, assessing students' progress on a daily basis, and accordingly making adjustments. Again, the focus of this work targets the implementation of practices that ensures student engagement, through high-quality questions, discussions, and full student participation. As a result of the work, teachers' practices have changed in every content area, and there is a corresponding increase in student engagement across all grades and demographics.

Specific job embedded professional development structures include:

***Critical Friends Groups (CFG)*** is a professional learning community of 6-8 educators who represent various content areas. They convene at least once a week. CFG members use Instructional Rounds to observe each other and to collect data on specific elements of our teaching standards framework. Group members are committed to improving their practice through collaborative learning, using our teaching framework to facilitate discussions, and developing strong professional peer-to-peer ways of working



together.

**Instructional Coaches** work individually with the teachers. They listen and learn where the teachers are in their instructional practice and develop short-cycle improvement plans. Their coaching has led teachers to try new practices, modify instruction based on student needs, and change their views given student results and research.

**Studio Model** is a team of teachers who work collaboratively to plan, instruct, and debrief a lesson with a focus on an identified area of our teaching standards framework. A Studio consists of the Studio Teacher who hosts the process during an actual class with students, Resident Teachers, who observe the teaching, and an Instructional Coach.

Monthly, all certified staff are involved in **peer-to-peer learning sessions** in which they share evidence-based practices and student work. Collaboration is paramount. Teachers share Critical Friends Groups operational protocols, how to write lessons, observe the teaching process, and give feedback without judgment.

**Action Research:** As part of their annual professional growth plan, teachers may participate in a collaborative action research project. With a team, a cycle of inquiry (PDSA) is developed based upon a problem of practice. This provides for a research-based process to improve instructional practices gleaned from student learning needs.

## 7. School Leadership:

JHHS's leadership philosophy is grounded in the core belief that we are a teaching organization, and all members of our school community are learners – every day in all settings. We affirm this premise by setting high expectations for teacher leadership. This is exemplified in four primary areas; that is, teachers as lead facilitators in: (1) the design of our College Ready program, (2) our professional learning communities that focus on instruction, (3) peer-to-peer learning sessions that focus on adult collaboration protocols, and (4) our Distributive Leadership model.

Our primary organizational structure is a **Distributive Leadership** that engages all faculty and staff in decision making. Called the Bronc Leadership Team, the system has 17 representatives drawn from each curriculum department, classified faculty, parents, and students. This distributive leadership design encourages the team to take responsibility for important school developmental work. They make decisions on schedules, new courses, code of conduct, school policy, and discuss ways to implement best teaching practices. Our College Ready Program is a successful example of the merits of this structure. Teachers have created the program at every grade level; ensured its effective implementation and improvements; weighed its relevance to the actual college experience; and ensured that students are fully engaged in robust class discussions.

JHHS's students are actively involved in the leadership of our school. Two students serve on Teton County School District #1's Board of Education. Their role is vital to provide a student perspective and ensure communication. At JHHS, students are actively involved in leadership decisions and school development through Key Club, National Honor Society, and Student Council. These leadership groups are the liaisons to our entire student body.

JHHS's principal is our Instructional Leader, who sets high standards for rigorous instruction and student achievement. As the instructional leader of the school, he (1) drives instructional decisions with student achievement data; (2) has deep knowledge of the district's instructional framework and effective practice; (3) effectively analyzes instruction to provide feedback and professional development; (4) supports a positive, collaborative learning culture focused on improving teaching practices and student learning; (5) communicates and stewards a teaching and learning focus that connects the school to the district and community. He creates a safe environment of continuous improvement and maintains visibility in the

school by visiting each classroom at least once a week. His instructional leadership is essential to the improvement and achievement of JHHS students and staff.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Proficiency Assessments for Wyoming Students (PAWS)

Edition/Publication Year:  
2008/2009/2010/2011/2012

Publisher: Wyoming Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	91	86	78	76	76
Advanced	50	39	23	31	24
Number of students tested	127	140	139	142	161
Percent of total students tested	99	97	99	99	99
Number of students alternatively assessed	4	3	2	2	6
Percent of students alternatively assessed	3	2	1	1	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Proficient Plus Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	70	69	69	47	48
Advanced	10	8	8	6	4
Number of students tested	20	26	26	17	27
<b>4. Special Education Students</b>					
Proficient Plus Advanced	60	Masked	Masked	21	43
Advanced	20	Masked	Masked	0	21
Number of students tested	10	9	8	19	14
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	23
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	9	4	5	13
<b>6. White Students</b>					
Proficient Plus Advanced	96	91	82	80	82
Advanced	59	47	27	34	28
Number of students tested	100	106	107	124	134
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. Subgroup scores: Free/Reduced-Price Meals Socio-economic/Disadvantaged Students: Jackson Hole High School did not participate in the School Lunch Program from 2007-2011. We are participating this year 2012-2013. Some subgroup scores are not included as we had no students in those groups in the specified year(s).					

13WY3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11      Test: Proficiency Assessment for Wyoming Students (PAWS)

Edition/Publication Year:  
2008/2009/2010/2011/2012

Publisher: Wyoming Department of Education

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient Plus Advanced	91	85	79	76	70
Advanced	50	35	28	41	27
Number of students tested	127	139	139	142	160
Percent of total students tested	99	97	99	100	99
Number of students alternatively assessed	4	3	2	2	6
Percent of students alternatively assessed	3	2	1	1	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient Plus Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
<b>2. African American Students</b>					
Proficient Plus Advanced	0	0	Masked	0	0
Advanced	0	0	Masked	0	0
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient Plus Advanced	75	62	62	12	27
Advanced	20	4	12	0	0
Number of students tested	20	26	26	17	26
<b>4. Special Education Students</b>					
Proficient Plus Advanced	50	Masked	Masked	42	57
Advanced	20	Masked	Masked	16	14
Number of students tested	10	9	8	19	14
<b>5. English Language Learner Students</b>					
Proficient Plus Advanced	Masked	Masked	Masked	Masked	17
Advanced	Masked	Masked	Masked	Masked	0
Number of students tested	2	9	4	5	12
<b>6. White Students</b>					
Proficient Plus Advanced	94	92	84	85	78
Advanced	57	43	33	46	32
Number of students tested	100	105	107	124	134
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
Subgroup Scores: Free/Reduced-Price Meals/Socioeconomic/Disadvantaged Students: Jackson Hole High School did not participate in the School Lunch Program from 2007-2011. We are participating this year in 2012-2013. Some subgroups scores are not included as we had no students in those groups in the specified year(s).					

13WY3